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Corrigendum: The Use of Subscores in Higher Education: When Is This Useful?

Rob R. Meijer^{1*}, Anja J. Boevé¹, Jorge N. Tendeiro¹, Roel J. Bosker² and Casper J. Albers¹

¹ Faculty of Behavioral and Social Sciences, Psychometrics and Statistics, University of Groningen, Groningen, Netherlands,

² Faculty of Behavioral and Social Sciences, Education, University of Groningen, Groningen, Netherlands

Keywords: classroom testing, diagnostic testing, formative feedback, test format, subscores, validity open-ended questions

A corrigendum on

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Meryem Yilmaz Soylu,
University of Nebraska-Lincoln,
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*Correspondence:

Rob R. Meijer
r.r.meijer@rug.nl

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The Use of Subscores in Higher Education: When Is This Useful?

by Meijer, R. R., Boevé, A. J., Tendeiro, J. N., Bosker, R. J., and Albers, C. J. (2017). *Front. Psychol.* 8:305. doi: 10.3389/fpsyg.2017.00305

In the original article, there was an error: There were a couple of incorrect numbers.

A correction has been made to the RESULTS section Paragraph 2.

Note that the changes had no further effect on any conclusions.

Sinharay (2010) for example, reported an average operational subtest reliability of 0.38 for subtests with an average of 19 items. The PRMSE in estimating the true subtest score from the observed total score (PRMSE_x) was 0.80 for both the conceptual subtest and the factual knowledge subtest.

The original article has been updated.

REFERENCES

Sinharay, S. (2010). How often do subscores have added value? Results from operational and simulated data. *J. Educ. Meas.* 47, 150–174. doi: 10.1111/j.1745-3984.2010.00106.x

Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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